

Primer drama: a technical education product

Souza, Marilei de Melo Tavares e; Tavares, Cláudia Mara Melo; Gama, Nice Linda; Passos, Joanir Pereira

Veröffentlichungsversion / Published Version
Zeitschriftenartikel / journal article

Empfohlene Zitierung / Suggested Citation:

, , Tavares, C. M. M., Gama, N. L., & Passos, J. P. (2015). Primer drama: a technical education product. *Revista de Pesquisa: Cuidado é Fundamental Online*, 7(4), 3543-3553. <https://doi.org/10.9789/2175-5361.2015.v7i4.3543-3553>

Nutzungsbedingungen:

Dieser Text wird unter einer CC BY-NC Lizenz (Namensnennung-Nicht-kommerziell) zur Verfügung gestellt. Nähere Auskünfte zu den CC-Lizenzen finden Sie hier:
<https://creativecommons.org/licenses/by-nc/4.0/deed.de>

Terms of use:

This document is made available under a CC BY-NC Licence (Attribution-NonCommercial). For more Information see:
<https://creativecommons.org/licenses/by-nc/4.0>

Federal University of Rio de Janeiro State



Journal of Research Fundamental Care Online

ISSN 2175-5361
DOI: 10.9789/2175-5361

RESEARCH

Cartilha Dramatização - Um Produto Técnico-Educativo

Primer Drama - A Technical Education Product

Cartilha Drama - Un Producto de Educación Técnica

Marilei de Melo Tavares e Souza ¹, Cláudia Mara Melo Tavares ², Nice Linda Gama ³, Joanir Pereira Passos ⁴

ABSTRACT

Objective: To contribute to the training of nurses, with use of drama as a pedagogical strategy for teaching-learning process. **Method:** descriptive study with qualitative approach of data, with a theoretical perspective on the use of drama with educational strategy. **Result:** it is understood that the process of analysis of the role play should be taken by the expression of a collective nature senses, avoiding individual imprint analysis. The interpretation must respect the limits of the agreed subject to the group, valuing the local history and characteristics of the group. **Conclusion:** a primer dramatization as a technical product, an educational perspective helps, because it favors health promotion, noting the fact that we need to encourage the use of drama as a pedagogical strategy in vocational training in nursing. **Descriptors:** Nursing, Strategies, Teaching.

RESUMO

Objetivo: contribuir na formação de enfermeiros, com uso da dramatização como estratégia pedagógica para o processo ensino-aprendizagem. **Método:** pesquisa descritiva, com enfoque qualitativo dos dados, com uma perspectiva teórica sobre o uso da dramatização como estratégia de ensino. **Resultado:** compreende-se que o processo de análise da dramatização deve ser tomado pela expressão de sentidos de natureza coletiva, evitando-se análise de cunho individual. A interpretação deve respeitar os limites do tema pactuado com o grupo, valorizando-se a história e características locais do grupo. **Conclusão:** a cartilha dramatização enquanto produto técnico, numa perspectiva educativa contribui por favorecer a promoção da saúde, atentando para o fato de que é preciso incentivar a utilização da dramatização enquanto estratégia pedagógica na formação profissional em enfermagem. **Descritores:** Enfermagem, Estratégias, Ensino.

RESUMEN

Objetivo: Contribuir a la formación de enfermeras, con el uso del teatro como estrategia pedagógica para el proceso de enseñanza-aprendizaje. **Métodos:** Estudio descriptivo, con enfoque cualitativo de los datos, con una perspectiva teórica sobre el uso del teatro con la estrategia educativa. **Resultado:** se entiende que el proceso de análisis del juego de roles debe ser tomado por la expresión de un colectivo sentidos naturales, evitando el análisis impronta individual. La interpretación debe respetar los límites de la materia de acuerdo en el grupo, la valoración de la historia y características del grupo local. **Conclusión:** una dramatización cebador como un producto técnico, una perspectiva educativa ayuda, ya que favorece la promoción de la salud, teniendo en cuenta el hecho de que tenemos que fomentar el uso del teatro como estrategia pedagógica en la formación profesional en enfermería. **Descritores:** Enfermería, Estrategias, Enseñanza.

◆ Psychologist. PhD student in the Graduate Program in Nursing and Biosciences - PPGENF BIO - Federal University of the State of Rio de Janeiro - UNIRIO. Professor of the Nursing Course at the Severino Sombra University, Rio de Janeiro, Brazil. Email: marileimts@hotmail.com 2 Full Professor at the Aurora de Afonso Costa Nursing School - UFF, Leader of the Research, Teaching, Creativity, and Health Care in Nursing Research Group. Brazil. Email: claudiamarauff@gmail.com 3 Master's degree. Coordinator of the Work Nursing Specialization Course at the Aurora de Afonso Costa Nursing School - UFF. Brazil. Email: nicegama@predial.cruiser.com.br 4 PhD in Nursing by the University of São Paulo. Associate Professor at the Alfredo Pinto Nursing School from the Federal University of the State of Rio de Janeiro - UNIRIO. Brazil. Email: joppassos@hotmail.com

INTRODUCTION

Dramatization, among numerous teaching strategies, has been used in the field of health, especially in nursing, because it is a technical resource that facilitates the expression of emerging conflicts. It promotes a critical reflection on reality and helps in the search for solutions to situations/dilemmas/conflicts present in different scenarios of the practice, as well as in nursing learning. Dramatization has been used as a pedagogical resource by facilitating the teaching-learning process, enabling socialization among the different actors involved.

Considered one of the most attractive education strategies, it may take rather varied forms. However, it requires careful planning. Unlike in the conventional lecture, the teacher does not control its development. In dramatization, the actors formulate their own phrases, actions, dialogs, and bodily expressions determining the direction of the scene. In this scenario, the teacher must prepare to transform what happens in a valid experience for learning.

Defined by Jacob Levy Moreno as a technical resource, the dramatization derives from the theater, from the psychodrama, as a research and interpersonal intervention methodology, sustained by the principle of spontaneity and creativity of subjects.¹

Also called socio drama, or role playing, the dramatization, or dramatic game, start from activities that can be used in learning situations as a facilitating resource for the understanding of phenomena involving interpersonal relations.²

Faced with the possibility to dramatize in a symbolic form what the subject would like in fact to happen, he unconsciously expresses what most affects him, as well as what he does not even realize that hurts. The subject generates the possibility of transforming reality as is when the ludic opportunity to represent roles in a process of dramatization is offered. Thus, dramatization, in addition to being an educational resource, can provide the subject a way of re-elaborate, reflect, and develop a critical and reflective thinking through the ludic game.

Therefore, the present study seeks to reflect on the educational experience in order to contribute to the training of nursing professionals from the use of dramatization as a pedagogical strategy for the teaching-learning process.

DRAMATIZATION AS A TEACHING-LEARNING STRATEGY

The dramatization is a teaching strategy from the psychotherapeutic technique known as psychodrama, which consists in the use of free dramatic improvisation aiming at catharsis and development of spontaneity in the individual.³

While as a theatrical representation, from a theme, the dramatization may contain concepts, explanation of ideas, arguments, and a way of expressing actions performed by the different actors involved in the process.⁴

From the educational point of view, dramatization can be defined as a method that assists in the development of skills by the performance of activities that reflect situations similar to those that would be performed in real life.⁵

What is going on in the dramatized scene, even as a representation, a metaphor, intends to reveal something from reality. When the central theme "Health" is selected, there is a strong tendency in unveiling bodily expressions and performances, the influence that the group exerts on the individual, and thus, becoming an excellent intervention strategy. In addition to being an educational resource, it can provide the nurse, through expressions, feelings, and emotions, a way of re-elaborate, reflect, and develop critical thinking about the practice. During the professional training, the nurse must be taken to a constant reflection on the practice. However, to teach and learn to live in groups, spontaneously and, above all, creatively is needed. When we are creating, we are developing expressions that we received from the world.

In the process of being able to do and redo, create and recreate, we relate to the ability favoring towards dialogue with people and the world itself where we live, in the interferences from reality on our actions, influencing the process of individual and collective transformation. This power to make and transform, even denied in concrete situations, can revive. The richness of dynamics is mainly on the dialogical relationship, being the guiding principle of dramatization, where reflexive critique emerges from those participating in the production of data for the research.⁶

Dramatization used as a pedagogical resource can promote the construction of knowledge from the experience of other's speeches and places visited by the individual because anything is possible for the imagination. To experience this place, the subject allows himself to live the experience that emerges from the learning process, building self-knowledge from each other's experience and transforming their practice.

Dramatization is the core of psychodrama. It mobilizes the spontaneity in students, their intellectual, affective, and social abilities in the act of learning. Dramatization favors not only the acquisition of knowledge but the development of appropriate and healthy interpersonal relationships. The participation of the student in the dramatic action makes him the subject of his knowledge. When using dramatization as a pedagogical resource, the student is provided the opportunity to develop as a human being, combining reason and emotion.⁷

Psychodrama reveals its therapeutic efficacy as an instrument of intervention because it promotes speech and listening spaces to develop the perception of self and others as well as reflections on the process of work in nursing. When pointed out for studies in the area of workers' health, as an instrument of data collection about the conditions and organization of work, despite having numerous applications, it can be employed in different organizational and institutional contexts. In addition to being presented as a new data collection model in research in the field of applying psychodrama, it also provides inputs to other professionals. Its use contributes to improvements in the quality of life of the working population through

the diagnosis of conditions and organization of work to the extent that it offers subsidies for the reduction of occupational diseases and industrial accidents.⁸

The use of dramatization in teaching, in which students are led to express their perceptions and feelings about reality, reveals its understanding and knowledge of certain contents.

Increasingly, the use of dramatization as a teaching-learning strategy has been incorporated by educators involved in the professional training of nurses. However, this incorporation into the teaching-learning process should be integrated into the teaching and learning process. Dramatization can not only bring subjects to realize that we must acquire flexibility but also can assist them in acquiring quality listening.

The subject produces a meaning from the production conditions in the speeches quoted in different contexts of professional performance. Thus, their statements tend to be different as a function of these different contexts. However, the heterogeneity of students favors the unveiling of both the limits and possibilities of each scenario to be manifested in a creative way when subjected to a dramatization situation.

The use of warming up as the group's instrumentation, considered to be the matrix of creation, is necessary for members of a group to dramatize a scene with creativity, spontaneity, and collectiveness with the contribution of all. This is the moment when the esthetics, wealth, and beauty of the dramatization - creativity/spontaneity are configured. The beginning of the design of the group involves choices and rejections, how the relationships between participants will be, and the way they will work as a group. It is necessary to emphasize issues such as ambiance, group work, and preparation for roles in the scene. The knowledge among participants is crucial for a collective group creation; it is extremely important that spontaneity occur in dramatization and the preparation of the role itself in which the group needs to be open for different levels of situations. The use of the body of actors involved in the scene should always aim to action, intention, ready for the dramatic action, for the relationship between two or more persons.⁹

POTENTIALITY OF HEALTH EDUCATIONAL MATERIALS

The incorporation and the interrelation between pedagogical and didactic methods, practices and experiences, using technologies and cognitive and psychomotor skills must include the valuing of moral and ethical concepts guiding the individual and collective conduct. There is a tendency to capture reality, making it the object of knowledge. When we understand the reality around us, we are able to formulate solutions to transform it.¹⁰

However, proposals and educational instruments in health have still been a challenge in the framework of the basic attention in health. Many proposals are characterized only as information transfers without impacting reality and, above all, without effects on health actions.¹¹

The Ministry of Health Programs carried out campaigns based on the informational model for a long time. Today, we are seeing signs of reorientation in the assistential model represented by the experiences of the Unified Health System (SUS) and the Family Health Strategy (FHS) - which seek to implement practices based in a more comprehensive concept of health. Some progress related to the access of citizens to health care actions and

participation of the community in its management by means of social control can be perceived in these recent years. However, it is known that for full health rights to be achieved, it is necessary that SUS improve the quality and equity in its actions.¹²

Therefore, in health programs, the use of teaching strategies that seek to understand the practical scenarios and contribute to the development of new methodologies that subsidize the work process, especially in nursing, is notorious; however, guided by more interactive pedagogical models and adoption of teaching-learning methodologies considering the nurse as the facilitator in the process of knowledge construction.

The use of educational materials can act as a device in the dynamics of mediation between health policies and practice by being a part of the culture and health services as well as for its material condition.¹³

Educational materials, including the booklet, are instruments of interaction and negotiation of meanings, motivations, beliefs, and values between the different actors involved in the health care process. The subjective, cultural, and political aspects, present in the communicative practice of subjects must be valued. These instruments contribute to educational materials to operate as devices providing support for the decision-making process.¹⁴

A TECHNICAL-EDUCATIONAL RESOURCE BOOKLET

The dramatization booklet is a technical-educational product that had its origin in a Professional Master's degree dissertation in Teaching Health and Environmental Sciences presented in the Graduate Program at the Plínio Leite University Center.¹⁵ The booklet was structured from school records of the discipline Work Psychology in the Specialization Course in Nursing Work from the Fluminense Federal University obtained through the field journal of a professor. Parts of the excerpts taken from the field journal subsidized the categorization. Topics covered in the Dramatization Booklet: dramatization concepts; dramatization in the context of teaching; principles for the implementation of dramatization as a teaching and research resource; creativity; how to interpret the dramatized content; dramatization model; and bibliographical references.

The theme "suffering" was used in the work process through the technique of dramatization as a means of expression of experiences related to thematic proposals for pedagogical discussion and deepening. Representations about generating experiences of suffering in the workplace are sought from the representation of scenes generally incorporated in the workspace of the Nursing Professional. Thus, the theater techniques can provide resources in both constructions of the process of knowledge of student-nurses and data collection. The use of dramatization techniques as a pedagogical strategy aimed to analyze how the everyday work in health generates suffering for nurses, and how this suffering affects the care: from the dramatization in the group work, with a view of collective discussion, to reflect on their professional praxis.

APPLICATION OF THE DRAMATIZATION TECHNIQUE

This technique was used in order to contribute to the training of nursing professionals to subsidize both teachers as agents of the training process involved in teaching and research, as well as nurses as agents of transformation in different scenarios, both engaged in formative and informative processes of professional training and health promotion and research, who want or need to make use of a pedagogical strategy valid for health interventions. Thus, we will explain how to proceed after choosing dramatization as a resource available for teaching and learning.

Initially, present a basic text is previously chosen, for example: *Exploiting the Suffering* of Christophe Dejours¹⁶, with a group reading (reading time: 40 minutes).

The activity and questions must be extracted from the basic text creating themes such as: the exploitation of frustration; the exploitation of suffering; the exploration of anxiety; and habits for the construction of dramatization, along with a central question that is used for reflection and as the parameter for students to create the scene. These themes should be related to the environment/scenario of the professional/work practice.

Categories established a priori for the development of group work (split the group into 4 subgroups): Group 1 - exploration of frustration - information (form and content). Group 2 - exploration of suffering - hierarchies (command, control, and organization of work). Group 3 - exploration of anxiety (ignorance of workers, managers, fear, anguish, and dangerous conducts). Group 4 - habits (fear and social order; fear and imagination).

After the reading time, guidelines for the proposed activity are given in which participants should reflect on the question from the theme addressed by the text that corresponded to their group and think of a scene to justify their answer. They had 20 minutes to think and build the scene. They had 5 minutes to dramatize through the presentation. They could use any resource to represent any element in the scene: people, objects. From there, the students had the freedom to create the scene without interference from the teacher. Subsequently, each group was organized and established strategies for the dramatization.

In this respect, in the context of dramatization, the dialectical movement that ranges from the individual to the collective and from the collective to the individual allows the construction of common knowledge. The field diary annotations enriched the reflections in the classroom through each one's different experiences as a function of the training time and different scenarios of professional performance.

The subject produces meaning from the production conditions of the speeches quoted in different contexts of professional performance. The working environment in health is marked by competitiveness and standardized conducts bringing consequences for the worker such as the loss of the caregiver dimension of the work of health professionals. The development of relationship technologies is a way to regain the focus on health as a means of restoring dialog, welcoming suffering, solving problems, establishing links and responsibilities, and encouraging the autonomy of users.¹⁷⁻¹⁸

Therefore, their statements tend to be different as a function of these different contexts. However, the heterogeneity of students favors unveiling both the limits and possibilities of each scenario to creatively be manifested when subjected to a dramatization situation.

METHOD

We used descriptive research through the technique of discourse analysis. We started from school records from the discipline Work Psychology, obtained through the field journal of a teacher. Parts of the excerpts taken from the field journal subsidized the categorization for the thematic analysis.

DRAMATIZATION AS A RESOURCE FOR DATA COLLECTION

The dramatization was held as a pedagogical strategy as well as to raise awareness of subjects on the studied topic. However, it can be a resource for data collection to formulate new strategies for teaching and as a tool in research. The purpose of the Dramatization resource as an instrument of data collection allows the listening of subjects highlighting their daily practices and, above all, from their experience in institutional places other than their own, allowing the subject of research, the Nurse, to get out of the health professional activity, the one where he is supposed to know, to take the place of the one who assumes the knowledge on the other - the patient. Thus, there is the prospect of intervention, i.e. of changing what is already established in the practice of this professional.

Thus, it is understandable that the Dramatization space is characterized as a plural, dialectic, and dialogic space in which subjects learn and grow. In it, the experiences of each subject emerge with beliefs, values, world views, emotions, socio-cultural insertion, and demonstrations of contradictions in ideological conflicts, similarities, and differences.

While as a learning proposal, the use of theatrical techniques in the classroom, as well as the theatrical manifestation since its original rituals, has become an effective mean of communication and discussion of human issues. The use of the theatrical technique must become a transforming instrument in the society. While as an activity developed in the classroom, it should not have only the intention to facilitate the learning of disciplines but serve as a recurring instrument used to provide discussions among teachers and students on the most disturbing questions of the human being, contributing to the modification and construction of the world.¹⁹

The psychodrama, when appointed as a qualitative approach to the study of workers' health can be used as an instrument of data collection on the conditions and organization of work despite having numerous applications, and be employed in different organizational and institutional contexts. When choosing to work with the construction of the collective space to analyze through the representations of workers, the relationship between conditions and organization of work and health, power technologies are identified: those supporting the domination, those supporting the standardization, those supporting the process of submissiveness, and the technologies themselves. Therefore, domination comes from aspects of alienation and submission to orders for compliance with production and quality goals. In addition to putting in question a new data collection model in qualitative research in the field

of application of Psychodrama, the authors provide inputs to other professionals. They emphasize that its use contribute to improving the quality of life of the working population through the diagnosis of conditions and organization of work by offering subsidies that contribute to the reduction of occupational diseases and industrial accidents. Psychodrama reveals its therapeutic efficacy as an instrument of intervention by promoting speech and listening spaces, development of self-perception and the perception of the other, and reflections on the process of work contributing to improve aspects related to the organization of work.²⁰

SUGGESTION FOR THE ANALYSIS OF DATA CAPTURED IN THE DRAMATIZATION

The analysis of dramatization occurs initially considering some points such as: what factors determined these events, how the actors feel about the performance of roles. However, at the end of dramatization, a discussion on the scenes should be conducted to see the strategy as a facilitator of learning. This action allows the group to cease being passive spectators, correlating the scenes to their practice scenario, providing opportunities for a discussion on the theme and allowing the identification of compromising actions.

To analyze the obtained data, one can resort to the Social Theory of Discourse Analysis (DA) proposed by Mikhail Bakhtin; this method of analysis assumes that the human being, outside of objective socio-political conditions and outside of a given social context, has no existence. For this author, he is only a member of a social class in which the individual amounts to a historical reality and cultural productivity²¹. In this theory, man needs a social birth because the simple biological birth is not enough for his historical participation. His worldview is based on the right to freedom and, above all, on the respect for the human being. Therefore, being a man outside of a given social context has no existence. In this scenario, the language is considered as a social phenomenon; therefore, it can only be examined in the light of the socio-ideological phenomenon dialogically assimilated with the flow of the story.

RESULTS AND DISCUSSION

From the studies found, there were 8 original articles included, 10 review articles of literature, 7 integrative review articles, having the year 2010 with the highest number of publications, developed mostly by professional doctors and nurses. To characterize the scientific production of the studies analyzed, there were 10 reviews of literature, 6 cross-sectional studies, 4 analytical studies, 3 cutting retrospectives and 2 observational studies.

CONCLUSION

We sought to contribute to the training of professionals in nursing from the reflection on the pedagogical experience in nursing through a teaching activity with the use of dramatization.

We noted that in a critical-reflexive educational perspective, the use of dramatization facilitates the teaching-learning process enabling the socialization of the different actors involved in the process; assisting in the development of skills through the performance of activities in situations similar to those that would be performed in real life; favoring dialogue, influencing the process of individual and collective transformation; enabling health promotion. These aspects lead us to consider that it is necessary to encourage the use of dramatization as a pedagogical practice in professional training in nursing.

Concerning the use of the educational material in health, including the booklet, it is suggested that it must go beyond the presentation of information. It must contain elements that promote knowledge, understanding, and assist in the decision-making process in its structure. Moreover, it must contain viable and understandable mediations between policies and health practices. As a strong instrument of interaction and negotiation, it must have in its scope cultural, social, political, economic, and subjective aspects of the different actors involved in the health care process.

As a contribution to the training of nursing professionals, the technique of dramatization is recommended as a teaching strategy. However, to be consolidated in nursing, the strategy needs to strengthen relations and human actions that render in these scenarios to subsidize the practice of nursing. One should not lose sight of the subjectivity of the various actors engaged in the health process as well as promote the articulation between the teaching-research-extension services to encourage and strengthen both the network of care and nursing actions.

In summary, the use of dramatization as a pedagogical strategy allows launching a look of concern to stimulate and provide a creative and sensitive nursing care. Hence, dramatization allows the ludic expression in the care to promote listening, evidencing daily practices and, above all, the experience of institutional places other than their own by allowing the subject to get out of the health professional activity, the one where he is supposed to know, to take the place of the one who assumes the knowledge on the other - the patient. This allows changes in what is already established in their professional practice.

REFERENCES

1. Moreno JL. O Teatro da Espontaneidade. São Paulo (SP): Summus;1984.
2. Barros MA, Cyrillo CCP. A dramatização como recurso no processo ensino-aprendizagem na disciplina de história da enfermagem. *Cogitare Enferm.* 2006 jan/abr;11(1):44-49.
3. Gil AC. Metodologia do ensino Superior. 3ªed. São Paulo (SP): Atlas; 1997.
4. Anastasiou LGC, Alves LP. Estratégias de ensinagem. In: Anastasiou LGC, Alves LP, organizadores. Processo de ensinagem na universidade: pressupostos para as estratégias de trabalho em aula. 3ª ed. Joinville: Univille; 67-100, 2004.
5. Gil AC. Didática do ensino superior. São Paulo (SP): Atlas; 2009.
6. Lucca SR, Schmidt MLG. Psicodrama: uma abordagem metodológica qualitativa para o estudo da saúde do trabalhador. *Psicol. Am. Lat. México.* 2004 ago, n. 2.
7. Cabral O. Teatro na sala de aula: uma proposta de aprendizagem. Sociedade Brasileira para o progresso da Ciência. São Paulo (SP): SBPC; 2004.
8. Ostrower FP. Universos da arte. Rio de Janeiro (RJ): Campus; 1991.
9. Davioli C. Aquecimento. Caminhos para a dramatização. In: Almeida WC, organizador. Grupos a proposta do Psicodrama. São Paulo (SP): Agora; 1999.
10. Freire P. Extensão ou comunicação. Rio de Janeiro (RJ): Paz e Terra; 1977.
11. Grippo MLVS, Fracolli LA. Avaliação de uma cartilha educativa de promoção ao cuidado da criança a partir da percepção da família sobre temas de saúde e cidadania. *Rev. esc. enferm. USP [online].* 2008; 42(3):430-6.
12. Brasil. Ministério da Saúde. Política Nacional de Atenção Integral à Saúde. Princípios e Diretrizes. Brasília: MS, 2004.
13. Araújo IS. Materiais educativos e produção dos sentidos na intervenção social. In: Monteiro S, Vargas EP, organizadoras. Educação, comunicação e tecnologia: interfaces com o campo da saúde. Rio de Janeiro (RJ): Fiocruz; 2006.
14. Kelly-Santos A, Monteiro S, Rozemberg B. Significados e usos de materiais educativos sobre hanseníase segundo profissionais de saúde pública do Município do Rio de Janeiro, Brasil. *Cad. Saúde Pública [online].* 2009; 25(4):857-67.
15. Souza MMT. Uma experiência educativa na formação do enfermeiro do trabalho: a humanização no cenário de prática. [dissertação]. Niterói (RJ): Programa de Pós-Graduação do Centro Universitário Plínio Leite; 2007.
16. Dejours C. A Exploração do sofrimento In: Christophe D. A banalização da Injustiça Social. 4ªed. Rio de Janeiro (RJ): Fundação Getúlio Vargas; 2000.
17. Souza MMT, Rodrigues LMS, Paula RC, Catelli MF, Teixeira, RS. Reflexões sobre saúde do trabalhador de instituição de ensino superior. *J. res.: fundam. care. [online]* 2014. abr./jun. 6(2):805-11.
18. Neves ES, Souza MMT, Tavares CM, Vasconcelos CBS. The working process of health caregivers who work in therapeutic residences. *Revista Pró-UniverSUS.* 2014 Jan./Jun; 05 (1): 21-26.

19. Cabral O. Teatro na sala de aula: uma proposta de aprendizagem. In: Anais da 59a Reunião Anual da SBPC; 2007 dez; Belém (PA), Brasil. Anais eletrônicos. São Paulo (SP): SBPC/UFGA, 2007.
20. Lucca SR, Schmidt MLG. Psicodrama: uma abordagem metodológica qualitativa para o estudo da saúde do trabalhador. *Psicol. Am. Lat. Ago.*, n°2, 2004.
21. Bakhtin MM. *Marxismo e filosofia da linguagem: problemas fundamentais do método sociológico na ciência da linguagem*. 12ªed. São Paulo (SP): Hucitec; 1999.



Received on: 30/05/2015
Required for review: No
Approved on: 04/08/2015
Published on: 01/10/2015

Contact of the corresponding author:
Marilei de Melo Tavares e Souza
Rua 3, n360 - Loteamento Jardim Fluminense, Itaipú, Niterói, RJ. Cep.
24.344-080. Tel. 2609-9877,
E-mail: marileimts@hotmail.com.